MIDDLEBURY COLLEGE

Summer 1960

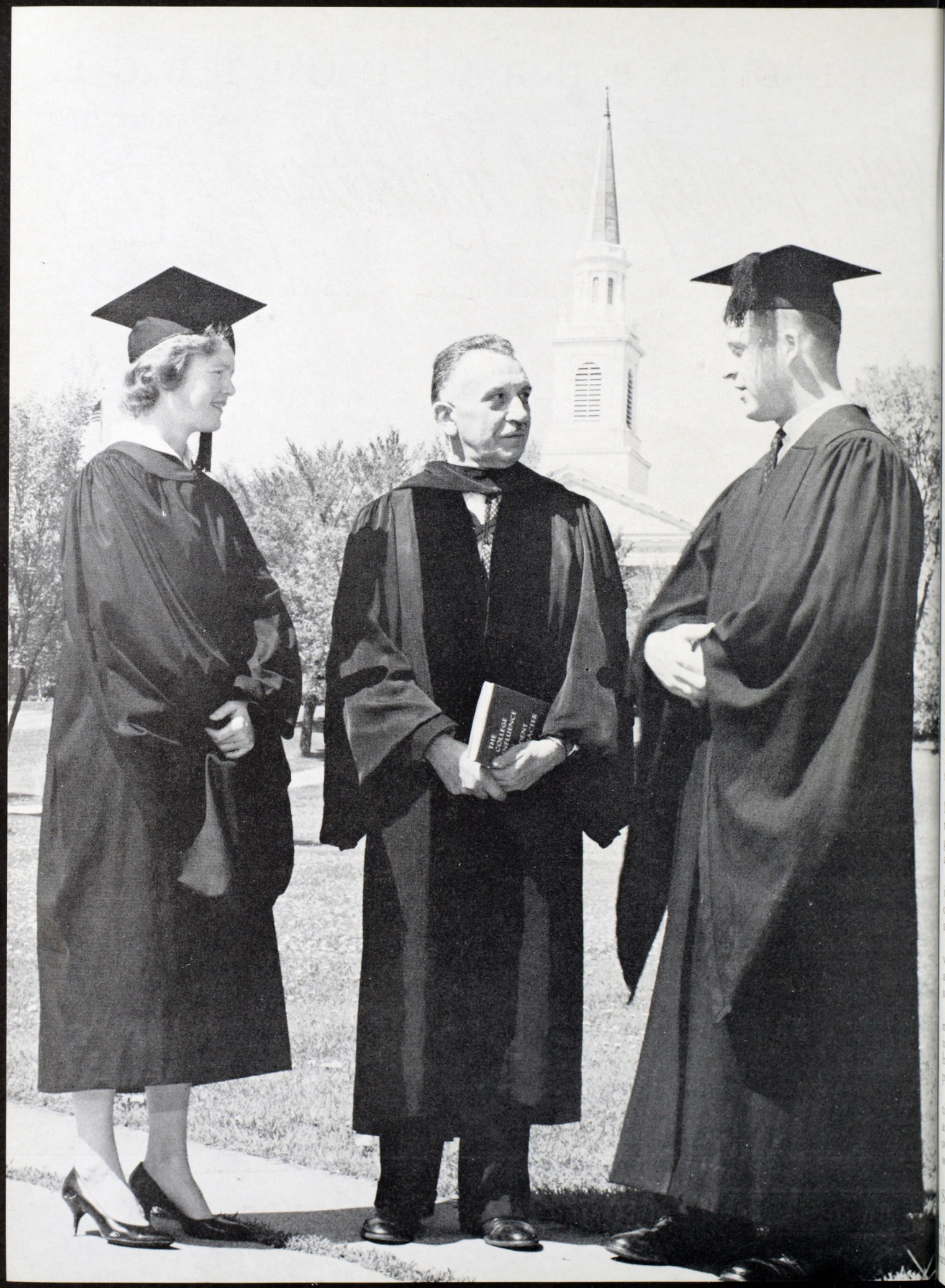
Your Family and Middlebury

SENT BY THE COLLEGE TO MIDDLEBURY PARENTS AND FRIENDS

Cover—See page 3

In this issue

Memo from the Deans


THE COLLEGE

News of the COLLEGE

Freshmen Report on Sept. 15th

MIDDLEBURY College's 1960–61 academic year will open on Thursday, Sept. 15, when 389 freshmen will report. Dr. William C. Fels, President of Bennington College, will be the speaker at the Freshman Convocation on Sunday, Sept. 18.

The 389 members of the Class of 1964 were selected from a total of 2341 applications. More than 500 students applied for admission to Middlebury than in the previous year.

From 29 different states and eight foreign countries 238 men and 151 women will matriculate as members of one of the most outstanding freshman classes in the 160 year history of the College. The State of New York leads with largest number of members (99), then follows Massachusetts (67), New Jersey (46), Connecticut (48), Vermont (29), Pennsylvania (16), Maryland (7), Michigan (7), New Hampshire (7), Illinois (6), Ohio (6), Virginia (6), Maine (4), Rhode Island (4), Colorado (3), District of Columbia (3), Minnesota (3), California (2), Missouri (2), Nevada (2), Tennessee (2). One student will represent each of the following states: Florida, Idaho, Indiana, Kentucky, Louisiana, Oklahoma, Texas, and Wisconsin.

Plan for Parents Weekend

PARENTS will be given the opportunity to visit the College when it is in session during the 1960 Parents Weekend scheduled for Oct. 22 and 23.

The program will include a special Parents Luncheon in the Memorial Field House prior to the Middlebury-Rensselaer Polytechnic Institute football game at Porter Field. Following the game, a reception for visiting parents will be held by President and Mrs. Samuel S. Stratton.

The opportunity to visit classes on Saturday, Oct. 22, is an important feature on the program. Parents will have also the opportunity to meet members of the faculty at various functions scheduled for the weekend.

Open House at Egbert Starr Library and Redfield Proctor Hall will enable parents to inspect the newly opened facilities made available by the first 2 completed phases of the Library construction program and the new Student Center.

A printed invitation to the 1960 Parents Weekend will be mailed to the parents of all undergraduates shortly after the opening of College in September. Included with this invitation will be a return card listing functions on the program so that visiting parents can indicate the events they wish to attend.

Since visitors have varying preferences for room accommodations, it is necessary that all parents attending Parents Weekend arrange for their own reservations. Sons and daughters in College often assist in securing reservations for their parents for the busy weekend.

Football Season Starts Sept. 24th

MIDDLEBURY's Panthers will face the same seven opponents in football this fall as last year. Coach Duke Nelson's 1960 team will be out to equal or better its record of last fall when the Panthers won their third Vermont football championship in four years and finished the season with their best season since 1948.

The schedule: Sept. 24, Wesleyan, Porter Field; Oct. 1, W.P.I., Porter Field; Oct. 8, Williams, Williamstown, Mass.; Oct. 15, Bates, Lewiston, Me.; Oct. 22, R.P.I., Porter Field; Oct. 29, Norwich, Porter Field; and, Nov. 5, Vermont at Burlington.

President on World-wide Trip

PRESIDENT Samuel S. Stratton is spending his summer vacation on a trip which will take him around the world as an economic consultant to an United States firm which has offices in many cities of the East and Middle East.

After Commencement he left by plane for Tokyo. On his itinerary are such places as Formosa, Manila, Singapore, Hong Kong, Bangkok, Beirut, and others.

When the mission is completed he will meet Mrs. Stratton in Switzerland. After a short vacation there, they will return to the United States in late August.

Wherever time permits, Dr. Stratton intends to visit local universities and educators. He expects also that the trip may give him opportunity to see many Middlebury Alumni, students and their parents, whose homes are in various parts of the world.

Recently in Japan, Michael Riess, '61, and Mrs. Margaret Curry Gregg, '51, rushed to visit him in Tokyo after the *Asahi Evening News* printed his picture and an interview. Dr. Stratton also met Dr. Masayoshi Higashiyama, the Japanese educator who spent several months of 1957 in Middlebury while studying Thoreau records in the College's Abernethy Library. Dr. Higashiyama is a professor of American Literature in Kyoto, Japan.

Your Family and Middlebury

Vol. 4, No. 4 — GEORGE H. HUBAN, *Editor* — Summer 1960

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The Cover: Middlebury College has a wide geographical distribution of students from forty-one different states and sixteen foreign countries. Here, Francis Cheung, '64, of Hong Kong demonstrates in an art class that paint brushes are not always used for painting. With a set of writing brushes, he draws and explains the meaning of Chinese characters to Frederick Ayer, III, '60, of the Virgin Islands.

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presidents of the Men's and Women's Undergraduate Associations—Deb Whetmore, '60, and Richard Bartlett, '60—chat with President Samuel Stratton at commencement time.

Redfield Proctor Hall Nears Completion

PARENTS returning to the campus for Parents Weekend on October 22 will be interested to note a change which will find coeducational dining making its appearance on the campus. This will be made possible by the completion of the new Student Center—Redfield Proctor Hall. As this issue of *Your Family and Middlebury* goes to press, the new Student Center is being utilized by the students of the Summer Language Schools.

In September, men and women of the Class of 1964 will take all their meals in the new dining hall of Proctor Hall as opposed to the former method of separate facilities for men and women. It is the hope and thought of the College that this co-ed dining will foster a more cohesive attitude among the freshmen and promote a better overall class spirit.

Redfield Proctor Hall will also provide all students with a new self-service bookstore and college post office, a large and functional lounge, music rehearsal room, game rooms, offices for student organizations and other needed facilities.

Throughout the meeting and dining areas, an arrangement of moveable and folding partitions will permit a maximum use of available space. This will help to make the building adaptable to many uses it seems almost sure to be called upon to serve.

AT THE same time Redfield Proctor Hall is being completed Pearsons Hall, built in 1911 and located on the women's campus with a view of both the Adirondacks and Green Mountains, is being renovated this summer at an approximate cost of $60,000 for interior alterations and redecorations of this four-story marble dormitory of colonial design. Exterior trim is also being repainted.

Because of the renovation, Pearsons is not available for use this summer. In past summers it housed sixty women of the German Summer School.

Besides the work in Pearsons Hall, construction is under way on four new tennis courts which will be located on the land northeast of the Wright Memorial Theatre and east of the Château. And the former covered stands, a Porter Field landmark for the past several years, are gone. In their place, Alumni will find new aluminum portable bleachers. The ten-row high stands will have a seating accommodation of just about the same number of persons the covered stands held. These stands were closed a year ago as a precautionary measure. After a careful survey, it was decided to tear down the old stands as the cost to put them in good useable shape was prohibitive. The new stands will provide excellent accommodations for about 750 people and will offer the fans a good view of the entire field.

Present Harry M. Fife Award

AN AWARD honoring the memory of Harry M. Fife, first chairman of the College's Economics Department has been given to Carol L. Nicholson, '61. Her record exemplifies two major interests of the late Professor Fife. Miss Nicholson was given Schumpeter's 1260-page book, *History of Economic Analysis*, in recognition of her outstanding scholarship in the field of economics and her continuing interest and proficiency in sports.

The Fife Award was established in 1950, following the death of Professor Fife after 25 years as a faculty member of the College. He became chairman of the Economic Division in 1926 when it was first established as a major department. With his enthusiasm for the study of economics he always combined an active interest in athletics.

College Calendar for 1960-1961

1960

SEPTEMBER
15—Thursday, Freshman Week begins
18—Sunday, Freshman Convocation (10:45 a.m.), Mead Chapel
19—Monday, classes begin (8 a.m.)

OCTOBER
1—Saturday, Alumni Homecoming Day (College in Session)
22—Saturday, Parents' Weekend (College in Session)

NOVEMBER
5—Saturday, U.V.M. football game, away (Classes end at 11 a.m. 11:00 classes at 4:00 p.m. on November 4)
19—Saturday, 1:00 to 4:00 p.m. classes same as Wednesday p.m.
23—Wednesday, (12 noon) Thanksgiving Recess begins
28—Monday, Classes resumed, (8 a.m.)

DECEMBER
10—Saturday, (12 noon) Christmas Recess begins

1961

JANUARY
3—Tuesday, Classes resumed, (8 a.m.)
21—Saturday, First Semester classes end
23—Monday, Final Examinations begin

FEBRUARY
1—Wednesday, Examinations end
6—Monday, Second Semester classes begin (8 a.m.)
18—Saturday, 1:00–4:00 p.m. Classes same as Thursday p.m.
23—Thursday, (12 noon) Winter Carnival Recess begins
27—Monday, classes resumed (8 a.m.)

APRIL
1—Saturday, Spring Recess begins (12 noon)
10—Monday, Classes resumed (8 a.m.)

MAY
27—Saturday, Classes end
29—Monday, Fina Examinations begin

JUNE
8—Thursday, Examinations end
10—Saturday, Class Day
11—Sunday, Baccalaureate
12—Monday, Commencement

1960–1961

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A Welcome to New Readers

With this issue, *Your Family and Middlebury* welcomes as new readers the parents of 389 new undergraduates entering the College this Fall. The College hopes that they will join with the Middlebury parents of other classes in maintaining a common interest in their son's or daughter's college in the Green Mountains of Vermont. *Your Family and Middlebury* can never substitute for a letter from a son or daughter, but the College trusts it will prove worthy of your attention and serve as a means of keeping you informed of life and educational activities at Middlebury.

As the College welcomes the parents of new students, she also realizes that Middlebury loses direct contact with the parents of the Class of 1960. The College would be honored to retain the readership of her "graduate parents" so do not hesitate to drop a card or note to the President's Office if you would like to stay on the mailing list of *Your Family and Middlebury*.

Meet Dean Kelly

EDITOR'S NOTE: A tribute was paid recently by the *Burlington (Vt.) Free Press* under the headline stating "Meet Mrs. Kelly, Middlebury's Dean of Women." The NEWS LETTER is pleased to reprint this tribute and to note what "a great job Mrs. Kelly is doing as Dean of Women."

THE girls at Middlebury College don't wait for a summons to visit the Dean of Women's office.

They go willingly.

And what's more, so do the men.

For Mrs. Elizabeth B. Kelly is that kind of woman.

A friendly and warm person who mixes wisdom with wit, Mrs. Kelly is more like an understanding aunt than the strict, executive type of woman sometimes associated with that job.

At Middlebury, she's everyone's friend.

"And luckily, we're a small college," she said, "so I can get to know everyone. There are 525 girls here, and I can call them all by name. I just have to learn 145 new ones each year."

Mrs. Kelly has a secret way of putting them all at ease. Once a week, she holds court to the coeds, invites 35 of them over to her house for tea.

"I like to see them under circumstances different from the Dean's Office," she said.

The spring is a busy time of year for her, but at least "it's a pleasanter time than winter," according to Mrs. Kelly.

"On March 1, nobody likes anybody. When the last girl is packed into the last car for spring vacation, I relax and try to forget my problems."

And Mrs. Kelly is one who takes her problems home with her.

"I don't stop worrying about them at 5 o'clock," she said. "But I never think too much about yesterday, because tomorrow always brings more of the same."

"Before spring vacation, everyone can find a reason to leave early. They have trouble with their teeth and more sick relatives and the religious zeal is unbelievable. The year Easter and Passover came at the same time was awful, but at least it won't happen again for 975 years.

"You can't put anything on a reasonable or moral basis with them. Tell the girls they can't stay out all night before commencement because they're tired and they need a little sleep at least and it doesn't make sense.

"Tell them that the commencement line forms at 8 a.m. and if they don't make it, they won't graduate and that makes a lot of sense.

"The only thing about the job that worries me, even after 14 years," she said, "is the fear of being unfair. All day long I have one chance at being fair—and the girls have to have their decisions quickly."

"The biggest problem is getting them to work to their capacity, to appreciate and enjoy the excitement of learning.

"It's the problem of getting the customer to take what he's paying for. That's the important thing.

"And you can't tell me, students are any worse now than they were. When I think back to Dartmouth Carnival in my day, I wonder if anything could get any worse.

"The students are better motivated now, they're always looking for something more out of life and they're better prepared for it.

"But," she paused, rocked a minute in her office chair, and said, "I'd like to do something about the sophomores. They worry me. The second year is the most difficult academically."

"The freshmen were all steamed up over the novelty of the whole thing, and besides there is always a little bit of repetition from their high school courses.

"They don't worry about anything, they're having a marvelous time. But when they come back as sophomores, the light isn't shining on them any more; everyone is looking at the freshmen.

"Then, they start thinking. They wonder if they shouldn't take a year off, they question themselves endlessly. That's why there are so many transfers at the end of the sophomore year. They want to start all over again.

"The only people they can talk to are other sophomores. The juniors have made it, the freshmen don't care and the seniors are too busy to listen.

"So the sophomores go into a slump—and I'm concerned about them."

Not so concerned, however, that she'll resign her deanship and go back to housekeeping.

"If I didn't like this, I wouldn't be in it. And neither would my husband, John J. Kelly ('31) who is Associate Professor of Physical Education for Men at the College.

"Working with this age group is satisfying. They have reached the age of reason and for the most part they want to do what's right. They're not struggling to defy you or establish bad patterns."

Although Mrs. Kelly is a loyal Mt. Holyoke graduate, she favors a coeducational education. "It really depends on the girl," she said, "and many girls benefit greatly from coeducational life. It's a normal kind of living and it's nice to meet problems under some gentle direction."

Mrs. Kelly came to Middlebury from the Midwest. During the war, she had been a psychiatric social worker in an Army hospital in New Guinea, later in Manila and Australia.

"But after I left the jungle," she said, "I went home to get domesticated. After a while I wrote to Mt. Holyoke and said I was looking for a job. They told me there was a vacancy for a social director in a small college in Vermont.

"My father, who originally came from Georgia and claimed to be a descendant of Ethan Allen, told me to come ahead. And I've been here since.

"I like the College and I like our girls. I think they'll make good citizens and excellent parents. And if they didn't make mistakes while in college I'd fear they'd never learn."

Parents Fund for the Library

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PARENTS FUND

Raises $22,741.28

The 1959–60 Parents Fund closed on June 30, 1960 with gifts and pledge payments from 205 generous Middlebury parents totaling $22,741.28. Although the total raised was a bit less than last year the Parents Committee announced that the number of Parents Fund donors increased from 119 to 205 over the previous year.

Support of the Library Building program accounted for much of the success of the 1959–60 Parents Fund as payments on the many generous "Library Share" subscriptions by parents were credited to the Fund.

A comparison with previous years for the Parents Fund are as follows:

1954–55	$ 6,942.75
1955–56	5,317.50
1956–57	7,975.52
1957–58	16,538.82
1958–59	26,431.74
1959–60	22,741.38

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Mr. and Mrs. John H. Fawcett
Mr. and Mrs. Harrison Crowell Freeman
Mr. and Mrs. Arthur Gibb
Mr. and Mrs. N. Cary Hayward
Mr. and Mrs. Harry Hilfer
Dr. Walter Howe
Dr. and Mrs. Harry Jasper
Dr. and Mrs. John E. L. Keyes
Mr. James Knott
Mr. and Mrs. J. P. Rich
Mr. and Mrs. Irving M. Rosen
Mr. and Mrs. Robert B. Stokke
Mr. and Mrs. Elmer W. Wheaton
Mr. and Mrs. Harvey P. Whitcomb

LOYALTY SHARES

Admiral and Mrs. Arthur A. Ageton
Mr. and Mrs. Elden L. Auker
Mr. and Mrs. Winslow Auryansen
Mr. and Mrs. Walter S. Baird
Mr. and Mrs. Samuel Baker
Mr. and Mrs. Henry P. Baldwin II
Dr. John T. Batal
Mr. and Mrs. C. H. Bigelow, Jr.
Mr. and Mrs. William M. Blaine
Mr. and Mrs. Edward L. Bond
Mr. and Mrs. E. S. Buckler, Jr.
Mr. and Mrs. T. A. Buhl
Mr. and Mrs. William McD. Bush
In Memory of Lansing T. Carpenter
Mr. and Mrs. Putnam Cilley
Mr. John C. Clay
Mr. and Mrs. Charles W. Cooper
Dr. and Mrs. R. Phillip Custer
Mr. and Mrs. George H. Dennis
Mr. and Mrs. Max Donner
Mr. Harry J. Dworkin
Mr. and Mrs. William H. Emory, Jr.
Mr. and Mrs. Charles G. Eyster
Mr. Jack A. Fraser
Mr. and Mrs. Stephen E. Freeman
Mr. and Mrs. George Goolsby
Mr. Joseph Greene
Mrs. Constance G. Greenman
Mr. and Mrs. Carl I. Hayes
Mr. and Mrs. Charles Heald
Mr. Thomas S. T. Henderson
Mr. and Mrs. Stanford Hendrickson
Dr. and Mrs. Edward B. Hopkins
Mr. and Mrs. Russell W. Johnson
Mr. Donald B. Jones
Mr. and Mrs. Frederick W. Kelley, Jr.
Mr. and Mrs. Henri Krouwer
Dr. and Mrs. Arthur A. Kulick
Mr. and Mrs. Stephen H. Larrabee
Dr. and Mrs. Samuel S. Levinson
Mr. and Mrs. Ernest M. Livingstone
Dr. and Mrs. Victor W. Logan
Mr. and Mrs. Robert E. Lovett
Mr. and Mrs. William Macristy
Mr. and Mrs. O. A. Maggia
Mr. and Mrs. Charles R. Millett
Mr. and Mrs. Charles Pokorny
Mr. and Mrs. Warwick Potter
Mr. and Mrs. Robert D. Proctor
Mr. and Mrs. A. W. Rhodes
Mr. and Mrs. Le Strange D. B. Ring
Mr. and Mrs. Sol S. Ross
Mr. and Mrs. Harold C. Rothe
Mr. and Mrs. Harry J. Rudick
Mrs. Ellen H. Saltus
Dr. and Mrs. A. M. Sarajian
Dr. and Mrs. Jacob R. Schwartz
Mr. and Mrs. Michael M. Skodnick
Mr. and Mrs. Clay Rice Smith
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Mr. and Mrs. Edward P. Swain
Mr. and Mrs. Jack D. Taylor
Mr. and Mrs. Robert N. Thompson
Mrs. Gray Thoron
Dr. and Mrs. M. Coleman Twitchell, Jr.
Mr. and Mrs. George Van Vlaanderen
Mr. and Mrs. Clyde R. Weihe, Jr.
Mr. and Mrs. Harold A. White
Mr. and Mrs. Robert J. Widen
Mr. and Mrs. Frederick S. Winston
Mr. and Mrs. Thomas A. Woolsey
Mr. and Mrs. Daniel Zeman

PRESIDENT'S Page

READERS of *Your Family and Middlebury* know, for more than a year the faculty, students, administration, and trustees have been engaged in study and debate on the merits of a proposed significant change in our curriculum. Specifically the Educational Policy Committee of the faculty proposed that our curriculum be limited to an offering of four courses to students instead of the existing five-course program. The pros and cons of this proposal have been presented in these pages and at alumni dinner gatherings. I can now report to you that by faculty vote the four-course plan was rejected by a sizable majority.

In my opinion, however, many constructive results have emerged from the study and discussions of the past year. Each department revalued its objectives and procedures and in some instances will introduce innovations under the existing five-course program. Of equal importance the entire college community has benefited from giving concentrated attention for an extended period of time to the meaning of academic excellence and to ways and means for achieving it.

In addition the faculty in a separate ballot voted to introduce in the fall of 1961 certain changes in our academic program which carry out to some degree several of the concepts embodied in the four-course program. This page is not the proper place to state in detail these innovations, but in summary, provisions have been made for more independent study on the part of seniors and for a revision of the present general examination as a requirement for the degree. In short, the vote against the four-course program was not a vote against all of the proposals and concepts it embraced. Nor was it a complete expression of distaste for any changes in our procedures to meet the new challenges to higher education.

THIS has also been a year of re-appraisal and evaluation of some of the social aspects of the College. Throughout this semester, a committee comprised of faculty, staff, trustees, and alumni has met each week to study the role of fraternities in the College. Student opinion has been sought, and students have been present at many of the committee meetings.

At the present time no final recommendations have been made to the Board of Trustees. Perhaps it is proper to indicate the consensus of opinion that has been arrived at by the committee and the Interfraternity Council. In general it has been agreed that there will be no rushing or pledging of freshman men. During the first week of the fall semester, the returning sophomores will be pledged, and they will be initiated early in the fall. In order to plan effectively for this sophomore rushing program, the proposal would not go into action until the fall of 1961.

Another recommendation agreed upon by the committee and students is in the direction of providing for a larger percentage of fraternity pledges. I will not attempt to describe the somewhat complicated quota system involved except to say it does not comprise a forced system for a hundred per cent opportunity for all men in the freshman class. I think the committee and the students are to be commended for reaching agreement on matters not easily compromised in view of the many vested interests and divergences of opinion.

At the beginning of this academic year, we inaugurated under the leadership of Professor Charles S. Grant a new Teacher Training Program. Courses in Education formerly listed in the Department of Psychology and Education were dropped from our curriculum. The new Program substituted seminars in teaching methods and continued the practice teaching in the local schools. However, course credits for teacher certification are now obtained in course offerings in various academic departments of instruction.

IT IS indeed gratifying to announce that our new Program met with the interest and approval of the Ford Foundation and that Middlebury has received a grant of $111,500 to be expended over a three or four year period of support of our new Program. In announcing the grant to Middlebury and similar support to seven other institutions, Dr. Clarence H. Faust, a vice president of the Ford Foundation said, "Each of the institutions that have received Foundation grants for teacher education has designed a new program differing in some respects but having in common features designed to attract better people into teaching, to give them a superior education, and to make better use of their capabilities when they are employed."

The funds will make possible the addition of staff members to work closely with our practice teacher program in the Middlebury schools and experimentation with new techniques, and greater use of instructional aids will be possible. Dr. Grant, who pioneered this innovation in teacher training, returns next year to full-time teaching in the History Department. His replacement will be (*Please turn to page* 14)

Dean of Men . . .

It seems heartless to devote my portion of the Summer Issue of *Your Family and Middlebury* to the subject of academic failure, but this is exactly what I propose to do.

As all of you who have children in college at the present time well know, the entire college enrollment situation is changing rapidly throughout the United States. Increasing numbers of students are knocking at the doors of all our colleges, and increasing numbers of them are better prepared for college, even though the quality of individual preparation is rightly a subject of hot dispute amongst my academic colleagues.

Because of this general situation, a number of things are happening at Middlebury which are of interest to the entire Middlebury community. Basic to these problems is a decision on the part of the College trustees that Middlebury will not substantially expand in numbers in the near future. This decision was made partially on the premise that the College is in a state of development where increased attention must be paid to the perfection of existing facilities for existing numbers before additional expansion is considered.

This has created a situation in which a number of phenomena are observable. *First,* it is probably true that the Admissions Office for Men could take in a freshman class half again larger than the one we are now taking in without perceptibly lowering admissions standards. This means that for every hundred boys accepted there are at least fifty applicants who are rejected whose qualifications are almost imperceptibly different.

Secondly, the concentration on the build-up of the College's facilities, and particularly of its faculty, has been accompanied by the development of an increasingly demanding academic curriculum. This trend will undoubtedly continue and is thoroughly justifiable on the basis that the aim of a small liberal arts education is excellence and more excellence. While this excellence is of necessity primarily academic, "education for the whole man" in terms of environmental and other factors is constantly kept in mind.

Third, there is no doubt about the fact that from a statistical point of view more men students are coming to Middlebury of higher academic caliber than ever before. While College Board scores are not an infallible index where individuals are concerned, they tend to be increasingly reliable where large numbers are involved. An indication of this is (*Please turn to page* 14)

Dean of Women . . .

There is much talk today about the academic pressures in colleges. You hear parents say "I am glad I don't have to go through college today. I'd never make it." This isn't true—they would be accepted by the college admissions officer and they would be successful academically because today they would be better prepared by their secondary schools for their college experience. There is no doubt, however, that there is great emphasis placed on the academic and a girl must produce intellectually if she is to be successful in college.

We have just recorded the grades for the past semester and the results are very gratifying. Almost 20% of the women are on the Dean's List which means that they have achieved an average of at least 85 with no grade in any course below 80. There were 27 seniors, 24 juniors, 24 sophomores and 23 freshmen who achieved this honor.

This does not include all of the good students by any means, for there were a number of women who received the 85 average but had one grade below 80. In each of the senior and junior classes there was only *one* woman with an average under 70, three sophomores had averages in the 60's and there were five freshmen whose averages were below 70. This means that there were only ten women in the entire college who ranked below seventy. The vast majority of the women students have averages ranging from 75 to 85. The overall average for women for last semester was 80.94.

Eight women will be on academic probation for the fall semester. They were the only ones who received three grades below 70. These eight are included in the ten mentioned above who received averages below 70. Several of these girls performed poorly through no fault of their own. For example, one girl was suffering with an undiagnosed case of mononucleosis during the time she was taking her final examinations, another had many personal problems and two others had not fully adjusted to college life and study. There were only two women who left college this year because of academic failure and they are included in the ten listed above.

All of these statistics are given for I believe they should serve to encourage parents of all women undergraduates at Middlebury. That is (*Please turn to page* 15)

FOURTH IN A SERIES OF PORTRAITS OF . . . .

Middlebury's Long-Time Faculty

BRUNO M. SCHMIDT

BRUNO MORITZ SCHMIDT joined the Middlebury College faculty in 1925 as an instructor in geology. A graduate of Williams College, he had taught at his alma mater for a year before studying at Yale for an advanced degree.

To Middlebury he has brought great talent as a teacher, a fine bass voice, and a friendly nature which wins over students and fellow faculty alike.

As one former student described the situation, "He puts so much into a course, does such a good job of it, we have to study because we can't let him down."

Geologist's hammer in hand, Professor Schmidt has led Middlebury students over the campus, across hillsides, in caves, and in quarries. In lecture room, laboratories, and field trips, he has taught them the secrets of plains, mountains, and valleys.

Travels through Canada, the United States, Europe, South America, and Mexico have given him added on-the-spot information.

He is a member of the American Association for the Advancement of Science, the American Museum of Natural History, and the Associated Geology Teachers, New England Branch.

with our FACULTY

By *Professor* **John G. Bowker,** *Dean of the Faculty*

As PRESIDENT STRATTON has indicated in his President's Page of this issue of the *Your Family and Middlebury* the faculty has rejected the proposal of a four-course curriculum. The margin was decisive, 58 to 36, the climax of much constructive debate during which the issue was ably defended and effectively challenged. The subsequent vote to support several significant curriculum changes which were by-products of the major proposal has demonstrated the careful consideration and absence of confusion which has characterized the debate. These changes will be reported in greater detail as we proceed toward their implementation.

I hope many of my readers were able to visit our new library facilities during Commencement weekend. With stage two of the project nearing completion it is with proud satisfaction that the faculty accept this generous contribution to the academic life of Middlebury. More funds are being allocated to department budgets for the purchase of books and journals now that shelf space is no longer a problem. As our plans progress for more independent study and greater opportunities for the superior student we will come to the full realization of the tremendous impact of adequate library facilities on scholarship.

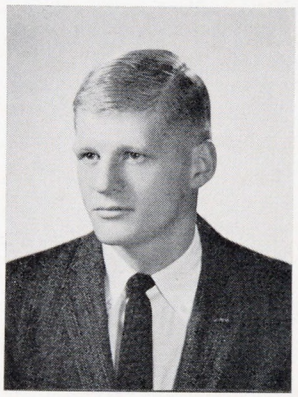
With the opening of College in the fall Associate Professor Perley C. Perkins (English) assumes the rank of Professor and Assistant Professors Paul Cubeta (English) and Charles P. Scott (religion) are promoted to the rank of Associate Professors. Dr. Charles K. Warner returns to full time teaching as Assistant Professor of History. Mr. Warner has been devoting half his efforts to the office of Executive Secretary of the Committee on Financial Aid, a post to be filled in the fall by Mr. Ronald D. Potier, who has been assistant to Mr. Neuberger in the Admission's office.

Dr. WILLIAM ROWAN (biology) flew to South Africa in June to work on his research in a British laboratory under a United States Public Health Service Grant. The award for summer work is a supplement to the four-year grant announced in the *Winter 1960* NEWS LETTER. His research in which he has been engaged for several years, concerns the tropical disease, schistosomiasis, and has already come to the attention of a British Government health institute. Dr. Rowan is spending half of his time in field work around streams and rivers where the infective larvae are found. His laboratory investigations will be at Nelspruit, East Transvaal. This parasitic disease is one of the major health problems in tropical and subtropical regions, second only to malaria.

As a result of a nationwide competition Dr. Paul Siple, President of the Association of American Geographers, has commended Dr. Vince Malmstrom (geography) as "one of the outstanding young geographers of the United States" in announcing a cash award of $750. Earlier Professor Malmstrom had been invited by the Office of Naval Research to attend the International Geographical Congress at Stockholm, Sweden, in August, to present a paper on "Crops and Climate in Iceland" which won for him the above award. While abroad this summer Vince is continuing his study of Icelandic coastal areas and plans to include a reconnaissance of the island's uninhabited interior. Dr. and Mrs. Rowland Illick are returning to the United States from Lebanon this summer via Asia and the Pacific after two years at the American University at Beirut. Rowland will reassume his chairmanship of the Department of Geography and Geology in the fall.

Other members of the Science Division faculty who are recipients of grants for summer activity include: Dr. Wayne Davis (biology) who is participating in a three week conference at the Genetics Laboratory at Cold Spring Harbor, New York, under a National Science Foundation Grant; Dr. Kirk Roberts (chemistry) with an eleven week National Science Foundation Research Participation Grant at the University of Utah; and Dr. Howard Woodin (biology) who also has an N.S.F. Grant enabling him to spend a major portion of the summer at the Radiation-Biology Institute at Syracuse University. Three others are teaching at N.S.F. Institutes for high school teachers, Professor Baldwin (geology) at the University of South Dakota, Professor Wissler (physics) at Wesleyan, and Professor Bowker (mathematics) at Colby. Mr. Bielli (mathematics) and Dr. Harnest (chemistry) are teaching at the U.V.M. Summer School. Such an unusual number on foreign campuses reflects the unprecedented demand for teachers created by the efforts of the National Science Foundation to strengthen the subject-matter competence of science and mathematics teachers. Three hundred eighty-one such Institutes are in operation this summer accom- (*Please turn to page* 15)

Reflections of Four Years



Anne E. Horton and Gordon H. Chader as representatives of the Class of 1960 present their reflections on the past four years at Middlebury College.

By Anne E. Horton

Change is a vital aspect in the growth and development of any institution. Although many would prefer to label it as unwanted or undesirable, no institution can, or does, develop unless change is recognized as healthy and, in fact, essential. Change is normally the result of discussion, necessarily the outcome of constructive criticism, often the issue of controversy and always a challenge. Change is also unique in that it cannot always be perceived as such while it is taking place. Often it is something which is recognized only in proper historical perspective. The class of 1960 finds itself now in a position to reflect, in retrospect, about its career at Middlebury College. One must necessarily recognize now, if he has not perceived it earlier, that the last four years at Middlebury have been ones of change and transition to a new attitude. Indeed, the Middlebury College of 1960 is quite different from the Middlebury College of 1956. These years have witnessed much discussion of educational values, a good deal of constructive and effective criticism, and some controversy. Most people have recognized that there is a challenge to be confronted and most are willing to accept this challenge. Students, in general, are seeking an increased intellectual and cultural atmosphere. The faculty is seeking to provide, at least in the academic aspect, an opportunity for this intellectual and cultural awakening. Most of the changes which have been effected between 1956 and 1960 have been those of students and faculty in pursuit of the realization of this environment.

Middlebury is experiencing change in the academic field. Part of this is the result of a national trend. The process by which students are accepted for college work has become more selective. With the guarantee of a higher percentage of better students, curricula and standards are changing and Middlebury is experimenting with new ideas and approaches. These ideas are embodied, formally, in the proposal of the Educational Policy Committee, which calls for emphasis on meaningful study of material in depth and seminar and independent work, including a program of major reading in the senior year. Another change which has been effected since 1956 is the development of an honors program to give qualified students the opportunity to study a particular area of interest in their major fields. Candidates present formal theses to the honors committee in the spring. The change is noticeable in academic attitudes as more students want to gain more from their college educations and a greater percentage are seeking to further their study in the graduate schools.

There is a change in attitudes in other areas of the college environment. In some cases, there is a reluctance to support, and participate in, organized activities. This is an aspect of the so-called "apathy" which has been judged in evidence at Middlebury and most American colleges. At the same time, it is perhaps paradoxical that there also exists a remarkable degree of student initiative in other areas. The school year, 1959–1960, has seen a student-written, student-directed and student-produced musical comedy. It has included two highly effective weekend conferences, again, events which depended, for the most part, on student initiative. In November, the topic "Will America Solve Its Racial Problem?" was discussed and in March, "The Crisis in Undergraduate Education in America" was the topic. The format of the latter conference was changed from that of former years to allow more small discussion sections to meet. In both of these we have witnessed an increasing desire to discuss matters which are of importance now and which will become even more significant in the future.

The general area of student life is also being evaluated. Another change is the strengthening of the junior counseling program on the women's side of the

campus. In addition, the counseling program has been extended to the men's campus with the appointment of junior fellows. The presence of upperclassmen in the freshman dormitories is an effective means of enhancing the awareness of freshmen to their opportunities and responsibilities. Fraternities are undergoing an evaluation with the hope that their role on campus will become more meaningful. Student responsibility itself is finally being questioned and re-defined in an evaluation of the effectiveness of the Undergraduate Association.

The changes enumerated in the preceding paragraphs have been the result of effective and meaningful criticism from both faculty and students. Both are keenly aware that Middlebury College must become still better. This process is taking place now and will continue to occur. Yet, another trend is also in evidence at Middlebury. That is the tendency to criticize merely for the sake of criticism. The unfortunate aspect of some criticism directed toward the College is that the very elements which are contributing to the better Middlebury are those which often receive the greatest amount of attack or else are met with indifference. In the case of some students, this criticism, or assumed indifference, is a defense for their own shortcomings and, indeed, failures. Often the student (*Please turn to page* 15)

By Gordon H. Chader

Anyone asked to reflect upon four years of college, would undoubtedly recall, first, the more vivid memories of work and play. The tensions from grappling with our academic responsibility of quizzes, papers, pre-A's, and yes, comprehensives and finals, still burns bright in our minds. The memories of Lake Dunmore picnics, skiing, and fraternity parties will be carried by us all long after we have left the College on the hill. Yet, apart from the memory of the everyday hustle and bustle of academics and extra-curricular activities, there comes to mind a more important aspect of Middlebury.

A reflection on four years at Middlebury, is, in itself, a reflection on growth and change.

Physically, the Middlebury campus has changed tremendously in the last four years. Apartments downtown were replaced by a new dormitory, Stewart Hall. Ancient Hepburn Hall has received a face-lifting and a complete renovation of the interior. A new Wright Memorial Theatre now does justice to the stage productions of our student actors and actresses. The library is in the process of being expanded into a modern facility for research and studying. Even the old "Stu-U" has not escaped progress and change. In a short time it will be only a memory when it is replaced by the new modern Student Center, Redfield Proctor Hall.

As Middlebury's physical growth has increased in the past four years, the College has experienced even great growth in raising academic standards and requirements. Middlebury College's educational process is being subjected to rigid study and analysis.

Middlebury and other colleges of the nation are not only faced with an increasing number of applicants, but also the quality of the academic work must be raised to meet the needs of the higher calibre student entering college today. Middlebury has been facing this problem for some time. As freshmen, we could not fully understand a senior's comment as to how much "brighter" our class seemed when compared to his own. Yet, we, as seniors, are saying the same thing. The old joke heard now, that if I as a senior in college, were to apply again chances are I might not make it, has much merit. The competition among applicants for Middlebury is increasing each year, and each year it requires a higher calibre student to gain admission.

The higher calibre student entering the College each year is not only supported by his better College Board scores, but this is also reflected in the gradual change in the academic curriculum. Academic requirements in the languages, sciences and in English have been increased to give each incoming class a more thorough basis for a good liberal arts education. Faculty and student polls of courses, study habits, and attitudes toward changes in the curriculum, are conducted yearly. The opinions and ideas gained from these polls are helping to evaluate and make better our present curriculum.

This year, a major proposal for a four-course program was made. Although the proposal failed to be accepted, the basic purpose or idea for such a program reflects the change in educational thinking at Middlebury. Faculty and students alike are looking towards courses to provide study in depth rather than breadth. A new emphasis on a more thorough study and analysis of ideas and subject material is slowly replacing the old grind system of massive reading, cramming and memorizing, and then "parroting" back to the professor on an exam.

Students today are also taking a more active role in the academic life of the College and this is due partly to the gradual increase in required subjects. Each freshman class is faced with a more difficult challenge than the previous class. The importance of academics is impressed upon the student early in his college career. The new Junior Fellows system for guiding and advising freshmen in academics as well as personal problems is another stride in the growth of the Middlebury student.

The re-evaluation of the fraternity system at Middlebury has sparked earnest thought on the role of the fraternities in our educational system. Fraternities are beginning to recognize that no (*Please turn to page* 15)

PRESIDENT'S PAGE

(*Continued from page 8*)

Dr. Donald A. Campbell, a graduate of Dartmouth College who holds his M.A. from Harvard and Ph.D. from Yale in American Civilization. For the past five years Dr. Campbell has been head of the Social Science Department at the Springfield, Massachusetts, Classical High School, where he has also had experience in supervising teacher training of undergraduates of the University of Massachusetts. It is not his first teaching experience in Middlebury, since in the year 1952–53 he substituted in American Literature while Professor Howard Munford was on leave of absence from the College.

I cannot conclude this *Page* without comment on the generous response of alumni to the Library Fund. With pledges and gifts now in excess of $1,000,000, we can hope for the successful completion of our campaign for $1,350,000 in the not-too-distant future. We must realize, however, that the last $300,000 necessary will not be attained without hard work on the part of all interested in the success of the campaign. A distinguished statesman once said, "What colleges desperately need is people who care." We have reason to believe that in our alumni body we have enough individuals "who care" to insure the additional funds now necessary to complete the splendid modern library facilities which our College richly deserves.

Samuel S. Stratton

MEMO FROM THE DEANS

(*Continued from page 9*)

Dean of Men

given in the averages for freshman men on their College Board Aptitude scores for the past five entering classes:

Average College Board Aptitude Scores for Men

	Verbal	*Math*
Class of 1964	585	595
Class of 1963	578	584
Class of 1962	560	581
Class of 1961	542	554
Class of 1960	529	543

All of these phenomena are well known to the faculty and staff of Middlebury College and have been the subject of much discussion over the past decade. One of the things, however, which has puzzled many of us has been the fact that as the aptitude scores of freshmen continued to improve with each entering class, the number of men who were dropped for academic failure in any given year remained about the same.

It was increasingly noted also that the men who failed academically in the college years of 1958–59 and 1959–60 were not necessarily students with low academic aptitude scores, but were increasingly those with high scores and personal problems. It has been a subject of intense speculation as to when we might expect a sharp decrease in the number of students dropped for academic failure, though it was recognized that the increasing difficulty of the academic program would offset to some extent the increasing basic ability of the men entering college.

In view of this, it is rather exciting to note that this year for the first time there has been a marked change in the number of men dropped for academic failure. The following figures indicate this trend:

Number of Men Students Dropped for Academic Failure

	1st semester	*2nd semester*	*total year*
1960	21	19	40
1959	26	26	52
1958	31	20	51
1957	31	32	63
1956	24	30	54

These figures represent the number of men of all classes dropped in the semester indicated.

While these figures are not comprehensive enough to indicate a trend with absolute authority, the dramatic decrease in the number of men who failed in the academic year 1960 lends considerable weight to the thesis that an increasingly large number number of men who are admitted to Middlebury will remain in college. This is further substantiated when the figures for 1960 are broken down by class. The general expectation is that the largest number of men will drop out during sophomore year or at the end of freshman year. This year, the number of freshmen dropped for academic failure during the entire year was four, two each semester. This is unusually low and indicates further the authenticity of the trend described.

If this trend is a valid one, it poses new problems for the College, problems, however, which are welcome because the basic situation causing them is a good one, i.e.: more of those chosen for admission are proving their ability to remain in college. One of the resulting problems involves the necessary planning for the size of the freshman class. This year, the College accepted 239 freshman men in the class of 1964. The normal graduating class for men during the past half dozen years has consisted of approximately 150 men. It is conceivable that in the future if an increasing number of men remain in college, the number accepted in any freshman class may have to be cut as low as 200, so that the total number of men in college in a given year will not substantially increase.

A further complication which will arise involves the near impossibility of readmitting students who have been dropped for academic failure after a process of rehabilitation.

At the present time, under college regulations, a student who has been dropped for academic failure may, if he wishes, apply for readmission on the basis of acceptable academic work done at another accredited institution after his failure at Middlebury. In the future, in view of the increasing number of men remaining in college, lack of space may make it difficult to readmit students even though they have amply demonstrated their ability. I believe, however, that we will always maintain the position that a well-rehabilitated student should have the opportunity of being considered for readmission.

In view of the above discussion, it would seem that Middlebury's recently revised policies concerning academic failure and probation are working as they were intended. Under our regulations, a student who receives two F's at the end of any semester other than his first is dropped for academic failure. A student must receive three F's or more to be dropped for academic failure at the end of his first semester in the freshman year. In addition to this basic policy, the College also says that any student who receives three or more grades below 70 in any one academic semester, but not including two F's, is placed on academic probation for the ensuing semester. During the ensuing semester, the student works closely with his academic advisor and must at the end of that semester bring all of his grades up to 70 except one, which must be 60 or better. If he doesn't meet these terms, he is dropped for academic failure. One of the reasons for the probation regulation was to prevent the sub-par student from going along with C's and D's for three years and then finally failing in his junior or senior year. The rule has tended to force students

into producing relatively good work during their first two years or being dropped at that time. In general, the rule has worked well and has probably caused more students to get the good marks which they were capable of getting, rather than being the cause of more academic failures.

No administrative program can remain static, and in the light of constant change both of the College's academic program and the scholastic profiles of entering students, our criteria for academic failure and probation are under constant review.

There seems little doubt, however, that this brief review indicates quite sharply that Middlebury's men students are improving in their aptitude and that despite a steady increase in the demands of the academic curriculum, an increasing number of them are developing the seriousness of purpose which permits them to remain in college and graduate.

Thomas A. Reynolds

Dean of Women

to say, that if a girl is accepted at Middlebury the likelihood of her performing successfully is very great. It would be well for parents to emphasize with their freshmen daughters the fact that it is wise to begin to study on the very first day of classes—not to wait for the first marking period to find out how much work must be done in order to "pass." They must make a good start because there is no time later on to "catch up." Parents may be assured that, in a small college like Middlebury all of the staff, faculty and Junior Counsellors are anxious to help the freshmen—if they have questions they can easily find someone to help them.

The girls who are admitted to Middlebury are very able potentially and the degree of their motivation will determine how well they do in their academic achievements. Our experience in this area has been good as the record indicates that they *are* indeed well motivated. It will be a pleasure to have the "old" students return and to greet and know the new ones.

Elizabeth B. Kelly

WITH OUR FACULTY

(*Continued from page* 11)

modating about 18,000 high school teachers.

NEW COURSES for fall include a semester of Northern Renaissance Art which will complement and alternate with Italian Renaissance Art. Here the Flemish masters will be studied and acquaintance will be gained with the artists of late 15th and 16th century Germany and the French primitives. Greater reliance on the improved secondary school preparation in mathematics now enables us to teach a full year of calculus to freshmen and has opened a place for a course in Modern Linear Algebra at the junior level. The Economics Department is instituting the first phase of its plan to discontinue the major in Business Economics. For a number of years they have operated under a dual major program in which students not intending to go to graduate school have followed a less theoretical set of courses than those in the Economics Theory major. Actually, graduate schools have accepted students from both programs since all courses have had the proper liberal arts approach to fundamentals. With a single major, staff effort can be more effectively utilized and some instances of wasteful duplication avoided. The transition will require two years since students now majoring at the junior and senior levels in either program will complete their projected curricula. A new course in Botany at the sophomore level will, with a semester of Plant Morphology, restore the proper emphasis on the study of plant life in view of the trend in the general biology program to concentrate attention on the animal organisms. The structure of the curriculum in geology has been changed appreciably to provide a tighter and more basic program. The advanced courses have been changed from 3 to 4 credit offerings and the number of courses reduced from twelve to nine. Greater scientific depth is provided by the inclusion in major requirements of courses in the cognate sciences. So many upperclassmen have elected work in geology for the fall term we are obliged to close the beginning course to entering freshmen because of staff and space limitations.

THE National Defense Education Act has established thirty-six summer language institutes similar in purpose to the science institutes mentioned above. For the second year Dr. Freeman will be in charge of the evaluation of these institutes which are scattered at colleges and universities throughout the United States. Middlebury's commanding position in modern language instruction again is recognized nationally.

REFLECTIONS OF FOUR YEARS

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By ANNE E. HORTON

who attacks the cultural advantages of the College is the one who rarely, if ever, attends any of the concerts, lectures, or conferences. In addition, the re-evaluation of goals and achievements is healthy and necessary from time to time, but we tend to rely, perhaps too heavily, upon re-evaluation as a panacea for our ills. In fact, we spend a great deal of our time re-evaluating our evaluations, many of which were re-evaluations themselves a short while ago. Criticism is necessary but, in order to be effective, must be intelligent and must be directed toward problems of significance.

CHANGE is, in a sense, inevitable. In order to be meaningful, however, its inevitability must be accompanied by an awareness that it is occurring and by conscious attempt to direct its course. This awareness does exist on the Middlebury campus. Conscious efforts to effect innovations deemed necessary and desirable are in evidence. We, as members of the class of 1960, are fortunate to have been participants in some of the changes which have come to Middlebury in the past four years. The making of a better Middlebury is in progress. It should be the expectation of every graduating senior that this process will be continued in the future and that, through continued awareness, discussion and effort, the challenge of creating the better Middlebury will be effectively met.

By GORDON H. CHADER

longer is their role solely on terms of their ability to "throw the best beer party or social blast." On the other hand, many fraternities are providing guidance for the wayward student, not only in social development, but also in his academic development.

Other organizations are also taking up the challenge of change, and are evaluating their purpose and functions. Every phase of college life at Middlebury is beginning to react to the stimulus of change and growth.

MIDDLEBURY today, then, is a blend of tradition and change, and as the classes before us, the seniors can take pride that they have been a part of this change and growth.

These four years have been productive years, academically and socially. We have made mistakes, and we will continue to make mistakes, but the experience of living and working together will be invaluable to our taking an active role in society. Middlebury has given us a basis for accepting the challenge of the U-2 and the cold war, as well as our own domestic problems.

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